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ABSTRACT

The Age of Exploration, beginning in the late 1400s, was an important era in the discovery and development of land unknown to Europeans. Students initially participate in geographic literacy activities by comparing and contrasting the European geographic view of the world in the 1400s with present-day information. Focusing on pre-Columbian settlements of North America, activities relate to cultural developments that may or may not have originated in pre-Columbian times. Students examine prehistoric Native American cultures such as the Anasazi and Makah and learn the difficulty in pinpointing exact time periods for specific cultural developments. Suggested time for unit implementation is 4 weeks. The lesson plan discusses the significance of the topic; presents focus questions; gives literacy links; and provides information and student activities, dividing the topic into "Beginning the Topic"; "Developing the Topic"; and "Culminating the Topic." Assessment is based on student products created throughout the unit. Extended/correlated activities are suggested. (BT)

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CALIFORNIA History-Social Science
Course Models

The Land and People Before Columbus

Grade 5 Model Lesson for Standard 5.1

Edited by Dr. Michelle Zachlod

2001

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Standard 5.1: The Land and People Before Columbus

5.1 Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River, in terms of:

1. how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained
2. the varied customs and folklore traditions
3. the varied economies and systems of government

Sample Topic: Pre-Columbian settlements of North America, all elements of the standard.

Suggested Time for the Entire Unit: 4 weeks (20 class periods)

Edited by Dr. Michelle Zachlod, Assistant Professor of Elementary Education, California State University, Bakersfield

Significance of the Topic

The Age of Exploration beginning in the late 1400s was an important era in the discovery and development of land yet unknown to Europeans. During this period, Europeans sought new sea routes to Asia in pursuit of economic gain, glory, and opportunities to spread Christianity. Although these were motivations for explorers, the impact from the discoveries resulted in significant changes and achievements that created possibilities, and opened a new world for all of Europe.

During the presentation of this topic, students will initially be involved with geographic literacy activities. They will compare and contrast the European geographic view of the world in the 1400s with present day information. This will assist students in an understanding of the obstacles faced by early explorers. In this unit of study, activities center around a case study of Ferdinand Magellan, which should be used as a model for the study of other explorers.

The age of European exploration began in the mid-fifteenth century when Prince Henry of Portugal, known to history as "the Navigator," sent sea captains and their crews down the African coast seeking gold in West Africa. When the Ottoman Turks captured Constantinople in 1453 and blocked the overland route from Europe to Asia, Portugal had an even greater incentive to sail around Africa as a means of establishing a sea route to Asia. The development of new ships, the caravels, and instruments such as the compass and astrolabe made sea exploration more reliable than in the previous century. Geographers of the day knew how to calculate latitude by observing the sun and North Star but since many seamen were illiterate they seldom ventured into unknown waters without relying on sight of land. Prince Henry's school for navigators sought to remedy this. By the time the Portuguese had sailed to the mouth of the Congo River, they were making charts of latitude grids. The Portuguese began a slow and methodical process of sailing down the African coast marking the progress of their explorations with stone pillars, called padrões. By 1488 Bartolomeu Dias had sailed around Africa and into the Indian Ocean. The Portuguese, ever wary of the hostile Arab fleets in the Indian Ocean, proceeded with caution.

During this period a young Genoese navigator named Christopher Columbus was in the service of the Portuguese learning useful navigational skills from master mariners. Unable to convince the Portuguese in 1484 to adopt his plan for sailing westward rather than continue their efforts around Africa, Columbus ventured to convince other European monarchs to sanction his voyage. In Spain he faced delays, Henry VII of England turned down the proposal outright, and the French offered no real prospect. Finally, the Spanish court in December 1491 recommended approval of the scheme.

It should be noted that some of the activities outlined in this course model relate to cultural developments which may or may not have originated in pre-Columbian times. No written record of this era is known to exist, so most print resources available to schools tend to reflect later time periods. It is essential, then, that students examine "prehistoric" Native American cultures, such as the Anasazi and Makah, and that they

come to understand the difficulty in pinpointing exact time periods for certain cultural developments. *The World of the American Indian* (National Geographic, 1979) contains photographs and illustrations to support the study of earliest known societies, as does the article "'The Search for the First Americans" *(National Geographic,* September, 1979). For teachers, Alvin M. Josephy, Jr.'s *The Indian Heritage of America* (Alfred A. Knopf, 1968) expands the discussion about dating controversies and the Bering Strait theory; teachers may excerpt and rework some of this material for presentation to fifth graders.

The following suggestions are intended to complement or extend textbook readings and related activities. Teachers should carefully select motivational activities, reserving ample time for reading, writing, and speaking activities.

Focus Questions:

1. What do I know about the history of American Indians?

2. Why are the elements of culture important when studying groups of people?

3. How do people respond to the geographical characteristics of regions?

4. Why do people migrate from one area to another?

5. How are the cultural aspects represented in the four pre-Columbian settlements?

6. What do myths and legends tell us about a group's beliefs?

7. How does the artistic work of a group reflect their culture?

8. What can works of art done by outsiders tell us about a cultural group?

Sample Vocabulary Used in This Unit

migration	heritage	customs
environment	cultural attributes	Anasazi
Makah	interdependence	natural resources
adaptation	myths/legends	culture

Literacy Links

A variety of strategies and activities are included in the lesson that support and develop reading, writing, listening, and speaking skills. Examples of the literacy supporting activities from this lesson are:

Reading

- Students read a chart listing what they know and what they want to learn about American Indians.
- Students read the cultural attribute matrix.
- Students research cultural attributes of American Indian culture groups.
- Students read maps.
- Students research and compile information on four areas being studied
- Students research the four major pre-Columbian settlements.
- Students read American Indian myths and legends.

Writing

- Students record information about what was remembered about American Indians of California.
- Students record what they would like to learn about American Indians.
- Students write information on a chart about specific areas studied.
- Students record their findings from their research on personal retrieval forms.
- Students fill in the matrix with facts that they find on the four major pre-Columbian settlements.
- Students write their own legends.
- Students write a song or chant about the group they studied.
- Students write a culminating report on what they have learned.

Speaking

- Students share what they remember about American Indians of California with partners and the whole class.
- Students brainstorm what they would like to learn about American Indians.
- Reading trade books aloud.
- Students share ideas and information as they research topics.
- Students read their own legends to the class.
- Students share their song or chant with the rest of the class.

Listening

- Students listen to partners' ideas.
- Students listen to others in small groups and in whole class activities.
- Students listen to group members' ideas as they research their topic.
- Students listen to others read aloud.
- Students listen to other groups share their research from the class matrix.
- Students listen to myths/legends written by classmates.

Beginning the Topic

As students begin the study of river cultures, a visual model helps them to understand a river system and the means of harnessing water. This is easily demonstrated in the classroom by making models of river systems using rectangular foil baking pans; a 1-inch (2.5-cm) prop such as a book or block; sand and gravel; squirt bottles of water; and plastic modeling clay.1 It is simpler and more time efficient if the teacher makes the models beforehand and has two or three students assist in demonstrating the models in class, though some teachers adapt this strategy for use in collaborative activities for groups.

- Two models are prepared: one of a river system as it exists in nature, another of a river system that has been harnessed with a canal and reservoir to provide water during nonflood times, similar to what early peoples achieved with the Nile and Tigris-Euphrates rivers. In each pan put a 1-inch (2.5-cm) layer of sand and gravel mixture (eight parts sand, two parts gravel). Dampen it just enough to prevent the mixture from sliding around. In one pan, form a river bed with a delta by molding the mixture. Prop the river's source end of the pan on the 1-inch (2.5-cm) support. In the second pan, use modeling clay to build levees (or dikes) along the river's banks and form a canal leading from the river to a reservoir; prop this pan up on a support. If necessary, water areas may be lined with aluminum foil to prevent seepage.

- Into each of the models a student slowly squirts a fairly steady mist of water at the source of the river. This represents the rain in the mountains (or melting snow, in the case of the Colorado or Sacramento rivers). Hypotheses, observations, and conclusions can be recorded for each model. Students note where the water and the "silt," or sand mixture, go in each model. (In the first, the water floods over the bank, taking much of the mixture with it. In the second, the water should follow the canal and flow into the reservoir.) Students should note also the differences between rivers like the Nile, which flow for long distances on near-level land, and the Colorado, which flows through mostly mountainous terrain.

- Connections can be made to the concepts of earth science that are part of a sixth-grade curriculum based on the Science Framework for California Public Schools, Kindergarten Through Grade Twelve (Sacramento: California Department of Education, 1990). In grade six, students study aspects of earth science that include how water affects the surface features of the land and how water may sink below ground and also drain into streams and rivers that carry it to the sea. (This addresses the science themes of "Patterns of Change" and "Systems and Interactions" as discussed on pages 30 and 33 of the Framework.) In the study of life science, sixth graders learn that living things interact with each other and the physical environment. All organisms are part of their environments; they need things from their environments that enable them to survive and grow. How does this relate to the population growth in a river valley?

In debriefing sessions, the teacher may refer to various water projects in California. Especially noteworthy are the projects that channel water from the Sierra Nevada into the valleys for agriculture and into the major metropolitan areas to support expanded populations. In the Central Valley Project, the most impressive example of this process is the Shasta Dam, which impounds the waters of the Sacramento, McCloud, and Pit rivers in Shasta Lake. Earlier projects include the Boulder Project that resulted in Hoover Dam, with aqueducts carrying water to the Los Angeles area, and the Hetch Hetchy Project, which provides water and power for the San Francisco area. In what ways can the flooding of a river benefit a river society?

Developing the Topic

The Bering Strait theory presented in most contemporary textbooks may be compared with other anthropological theories as well as with American Indians' religious beliefs regarding the origination of their people on the North American continent. Books such as Grandfather's Origin Story: The Navajo Indian Beginning, by Richard Red Hawk, may be helpful in making such a comparison. Students should understand that the Bering Strait theory is the belief of most historians and that origin stories are the religious beliefs of many American Indians themselves.

Focus Question: Why do people migrate from one area to another?

Students consider the possible reasons why the first Americans might have come to North America. They should discuss the hardships that might have been encountered on the journey and how the people might have prepared for their migration. This is an appropriate time to clarify absolute and relative locations and to explain the distance scales on maps.

Focus Question: How are the cultural aspects represented in the four pre-Columbian settlements?

The next phase of study focuses on research and on comparison of the four representative cultural areas through collaborative projects. Students are divided into groups, and each group is assigned a cultural area to research. The groups' research should be recorded on retrieval charts (Appendix I-3), and later on the large wall matrix described in **Beginning the Topic**. Textbook readings and related discussion, in addition to related books, magazines, art prints, recorded music, and community experts, can be used as research sources.

Divide students into small groups, corresponding to the four geographical areas. Once they receive their assignments, students research and compile information, recording it on their retrieval charts. The teacher monitors their work and periodically reviews the progress with the whole class. When the teacher decides that the groups' work is complete and accurate, representatives from each group may write their groups' findings in the appropriate space on the matrix.

Students begin using critical thinking in the initial stages of research as they analyze resources. They should categorize all materials pertaining to the four settlements and share their findings with the appropriate group. In turns timed by the teacher, members of each group "read around," trading books as they peruse the contents, noting pages they will want to use further. For efficiency, it may be helpful if students within groups are assigned specific areas of responsibility (e.g., trade, food, shelter).

Some research may be done as part of homework assignments. Once the project has begun, only a few minutes of each period will be necessary for groups to share information and complete their records. When the class's matrix is completed, each group presents its findings orally.

When the matrix is completed, students should study and master the research done by all groups. Teachers may devise brief game-like drills for pairs of students, competing teams, the whole class, and individuals.

Focus Question: What do myths and legends tell us about a group's beliefs and values?

Each group should read a variety of literature about the culture it is researching. Well-researched picture books of authentic myths and legends (what some American Indians call "the first literature" or "the first history") are especially valuable in relating research to stories produced by the people themselves. Questions students should consider are:

- What beliefs or morals can be learned from the stories?
- How does the illustrator reflect the culture?
- Is the depiction accurate?

It is helpful for the teacher to lead students in identifying elements of myths and legends and comparing them to the elements of a fictional story. In *Echoes of the Elders: The Stories and Paintings of Chief Lelooska*, edited by C. Normandin (1997), Chief Lelooska, a famous American Indian story teller and artist, has recorded the myths and legends that have been a part of the Northwest Coast Indians' oral tradition for centuries. After reading aloud one or more of the legends in this book, the teacher can guide students in analyzing the main elements of a myth/legend, which then can be organized on a large chart and used for reference by students as they read and write their reports.

Students may be assigned to research and write book reports on American Indian myths/legends independently or in small groups. Have available a variety of literature in the class library, such as *Legend of the Indian Paintbrush* and *Buffalo Woman* that can be used for book reports (see resource list for suggestions of other myths and legends).

After reading American Indian myths and legends, ask students to write and illustrate their own myths or legends. Student work can be shared orally, compiled in a class book, or displayed on the bulletin board.

Focus Question: How does the artistic work of a group reflect their culture?

Visual and aural materials also are appropriate resources for oral reports. Books such as *Native American Art in the Denver Museum* provide a rich visual resource of art and hand-crafted artifacts such as baskets, sand paintings, pottery, clothing, rugs, and ceremonial items. The designs and colors used in creating these items communicate many aspects of environment and culture, such as natural resources, the uses of symbolism, religious beliefs, and social customs. *When Clay Sings*, for example, provides a glimpse into the relationship between the design of Southwestern pottery and the natural environment. Some contemporary American Indian artists also reflect on the past in their paintings. *Prairie Fire*, by Blackbear Bosin, and *Buffialo Hunt*, by Velino Shije Herrera, are two recent examples.

Diane Hoyt-Goldsmith's *Totem Pole* is a picture book illustrated with photographs that helps students see that American Indians' traditions are still a part of our cultural heritage and geographical landscape. The book features the Tsimshian tribe of the Pacific Northwest, and the many photographs will enhance students' research. Sections of the book may be read aloud to the class at the close of the unit.

American Indian music, dance, and poetry also provide insights into the culture. The Tewa and Lakota songs on this page tell us much about the beliefs and values of these cultures. John Bierhorst's *In the Trail of the Wind* is a valuable collection representing many Indian cultures; when reading translations, however, one must keep in mind that often a deeper meaning may be lost or misunderstood. Millie Burnett's *Dance Down the Rain, Sing Up the Corn* provides examples of American Indians' chants, games, dances, and songs which reflect diversity among groups. Recordings for Silver Burdett's Music (1985) series, fifth grade, include three excerpts of native Americans' songs demonstrating the relation between music and geography.

After students listen to some of the representative music, dance and poetry, have them create a song or chant that depicts the pre-Columbian settlements they studied.

Focus Question: What can works of art done by outsiders tell us about a cultural group?

American artists of the period traveling west from the East Coast recorded their impressions of the land and the people in drawings and oil paintings. Artists such as Frederic Remington, Charles Russell, and George Catlin documented the customs and drama of American Indian life in the 1800s. Albert Bierstadt, Thomas Moran, and George Caleb Bingham captured the grandeur of the great land to the west. An excellent resource is *History of Western American Art* by Royal B. Hassrick (1987).

After students view some of the artwork of the period, ask them to individually create a picture that best represents what they have learned about the American Indians from their study. These pictures can be accompanied by poems and displayed on the bulletin board.

Culminating the Topic

As preparation for a writing assignment on the students' research, the teacher should lead the class in a discussion of several questions. For example:

- How does each cultural group reflect its geographical environment?
- Are there any aspects of its culture which seem not to be based on geography alone?
- How does our local culture today reflect our environment or geographical surroundings?

Students then choose two cultural areas from the class matrix and write reports comparing how geography influenced American Indian cultures. The narrative should identify the geographical features of the two areas selected and show how those features influenced the food, clothing, shelter and arts of the two groups. Students may also include a brief discussion of how geography influences people today. In writing their essay students will apply knowledge, synthesize their research, and judge similarities and differences. It would be helpful to students to supply a rubric indicating what should be included in their essays and the criteria to be used in grading. A sample essay read aloud to the class beforehand gives students a clearer idea of the expected outcome.

The contents of this unit are conducive to the "correlated day" strategy for unifying all subject areas (see the introduction to this set of course models). Specific activities and projects throughout this model may be adapted to the correlated day format.

Assessment

Assessment is based on student products created throughout the unit. The focus questions provide a framework for evaluating the lesson. Students should be able to:

- explain how geography and climate influenced the way pre-Columbian groups lived and adjusted to the natural environment.
- describe the varied customs and folklore traditions.
- specify how the peoples in each area obtained food, clothing, and utensils.

Extending and Correlated Activities

Teachers may select from among the following resources and activities to correlate this unit with the visual and performing arts and English-language arts.

Haida

Totems and Role Playing
In the Northwest Coast area, not everyone could be an artist. Standards of artistic perfection were high, and artists learned the techniques and rituals associated with their work during a period of apprenticeship to an established master. Like the Haida apprentices, students can study the purposes of totem poles and their design and symbolism, which usually depict a clan's rank and ancestral lineage and symbolize important events in history. Students can then design their own family or personal totem pole or sculpture, using clay for a small version and tubes, boxes, cardboard, and papier-mâché for a large one. They can then role-play an elder telling the story of the totem pole.

Masks, Dances and Story Telling
Carved wooden masks played an important role in dances performed at potlatch ceremonies. Students can study the animal and mythical beings portrayed in Haida masks. They can then design and create their own masks from construction paper, tagboard, cardboard, papier-mâché, or clay, portraying an animal or mythical being that has significance to them personally or about which they read. The masks are then used in dances or plays that the students create. Students can create a play or dance by adapting a myth or legend that they have read.

Hopi and Pueblo

Kachinas and Dances
Students discuss the characteristics, purpose, and significance of Hopi kachinas and their connection to the Hopi's religious beliefs. The Hopi believe that kachinas are supernatural beings representing animals, plants, and ancestry having power over nature, especially the weather. The Hopi honored the kachinas to ensure good crops and prosperity. Kachinas are invisible forces, but the Hopi create their likenesses in the form of dolls carved from the root of the cottonwood tree. The dolls are not meant to be worshipped, but are used to teach about these invisible beings. They are given to it the children during a kachina dance and treasured as a reminder of the dance and its significance. Students can design their own kachinas after observing their individual characteristics. They can be made of a variety of materials such as cardboard tubes, fabric, yarn, paints, or construction paper.

Students use everyday materials to create drums and rattles and use them as they learn kachina plaza dances. These dances are created simply by dancers forming a line and stepping slowly side to side to the accompaniment of drums and rattles.

Weaving and Basketry
Weaving and basketry play an important role in Pueblo cultures. Students might dye strips of muslin or wool yarn with natural materials such as onions, geranium leaves, coffee, tea, eucalyptus leaves, cinnamon, red berries, and beets. Then they can scientifically record the proportions of natural material, mordant, water, and fiber they used in the dyes and write a report of the results. The dyed materials can be combined with other yarns in individual or group weavings.

Pottery
Pottery is one of the primary forms of Southwestern art. Students may study the geometric motifs and the use of black and red slips on a white background. Then they can see how the geometric motifs were later combined with European-influenced flower, bird, and animal motifs. Students can create coiled pottery from clay and decorate the fired clay with stains or acrylic paint.

Navajo

Pattern Making and Rug Design
The Navajo create woven wool textiles using twining and plaiting techniques and later the loom. The Navajo learned the skills of weaving from Pueblo groups who had taken refuge among them, and their work reflects this Pueblo influence. Students can use colored pencils to draw the rug designs or create small weavings on cardboard looms.

Sand Painting
Sand paintings are made during Navajo ceremonies. The colored sand is made by crushing rocks. It is sprinkled on the ground to create intricate symbolic pictures and designs, which are destroyed after the ceremony. Students can sketch designs that reflect their own environment and then draw it with crayon on sandpaper to simulate the texture of a sand painting.

Pictographs and Buffalo Skins
Since the Sioux depended on the buffalo as their principal food source, they followed a nomadic way of life. They used buffalo skin for clothing, footwear, bedding, and tepees. The Sioux decorated both the insides and outsides of the tepees. On the exterior, they generally painted pictures of buffalo, deer, and young hunters on horseback or on foot. They also depicted legends and conflicts with enemies. On the interiors of the tepees, they painted geometric designs symbolizing mountains, stars, and other elements of nature. Students can research the style of painting and designs the Sioux used and their legends and then create illustrations for stories about their own environment. A good reference for a photograph and short story of a pictograph robe, also called story robe, is on the score site (http://score.rims.k12.ca.us). The excellent example shown is of Northern Plains Indians that lived in Canada.

Many groups played stick-passing games. Students may craft their own sticks and learn some of these tap-and-pass games.

Iroquois

The Iroquois women raised huge quantities of corn, beans, and squash, which were central to their diet. This triad of vegetables was known as "The Three Sisters." Students may research the varieties of these three vegetables available at local nurseries and markets and grow several varieties. They can also study the nutritional values of these foods combined with other foods in the Iroquois diet.

Commemorative Belts That Tell A Story
As an aid to memory, the Iroquois used shells and shell beads. Europeans called the beads wampum, from *wampompeag*, a word used by those who spoke Algonquian languages. The Iroquois made beaded belts with figures or designs on them to use in treaty negotiations and to record historical events. The Indians of Long Island, in southeastern New York, were the main producers of the shell beads. They used them to pay tribute to the Iroquois, showing that they recognized their superior power. Students can research the designs and colors used in the belts, reproduce them on graph paper, and write a narrative for an oral presentation on the significance and symbolism of the designs, and the use of the belts. Students can also write and perform a skit about an elder "reading" a belt after designing their own belts to commemorate events in their lives. Barbara Graymont's book *The Iroquois* complements this activity.

Directed Listening
Students begin to understand how history influences later culture by hearing selections from Edward MacDowell's *Suite No. 2, Opus* 48 ("Indian Suite"). This American musician (1861-1908) was the United States' first internationally renowned composer. The melodies in this work are based on authentic Iroquois, Dakota, Sioux, and Kiowa songs. The suite is divided into five sections: "Legend," "Love Song," "In War-Time," "Dirge," and "Village Festival."

Choose one or two selections for the class to listen to. Ask questions such as, How does MacDowell use such elements as timbre, rhythm, dynamics, and tempo to achieve contrasts or suggest moods? What might have motivated MacDowell to draw from American Indian songs for an orchestral work? Recordings of the suite are sometimes available in the classical music sections of large record stores. RCA's old record series, Adventures in Music, includes the movement "In War-Time" on the record for grade five.